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These relatively minor detractions cannot, however, prevent the monograph from being useful and valuable. Indeed, it will prove to be much more widely useful than are most pieces of educational research, especially those of a historical character. The high-school principal will find its perusal profitable. It is well adapted for use in study-groups of high-school teachers or by committees concerned with the problem of reorganizing the high-school program of studies. Teachers of special academic subjects will find in it the origins of many current practices in their particular fields. It will also, of course, be excellent material for courses in secondary education dealing with the curriculum and in the history of secondary education.

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Experiments in the teaching and appreciation of literature.—Current practices of teaching literary reading in the intermediate and high-school grades have for some time called forth considerable criticism. For the most part, this criticism has been focused upon analytical methods which in turn have been carried along by the prevailing type of reading textbook. A recent monograph¹ by Professor Hosic gives a report of a series of experiments, the purpose of which is to develop a scientific method of evaluating such textbook materials.

The monograph opens with an extended review of the purposes of literature and the methods of teaching it in school, as expressed by a large number of competent authorities. The aim of the author is to get the best possible general theoretical statement of purpose and method, which can then be subjected to experimental evaluation. In summarizing the author says:

The weight of authority concerning the teaching of literature to children appears to be in favor of informal methods of treatment. The recitation in literature, particularly the recitation looking to appreciation or enjoyment, should be devoted chiefly to hearing the selection well read and seeking to enter into the experience which it provides by the exercise of imaginative sympathy growing out of the recollection of the hearer's own past. It is well to approach the selection with a certain pleasurable anticipation and curiosity not clouded by thoughts of the author himself or of what some critic has said as to the meaning or worth of the selection. Throughout the study the selection should be seen as a complete unity of varied parts [p. 22].

The second chapter presents the results of an analysis of the questions and study-helps given in four representative literary readers. A method of classifying these questions was devised which is based on the idea of purpose. In the first series of readers there appeared a total of 4,191 questions distributed as follows: (a) to test or fix memory of fact, opinion, or estimate, 58.7 per cent; (b) to stimulate observation, analysis, and reflection, 17.7 per cent; and (c) to stimulate and direct objective activities so as to clear up or vivify the impres-

¹ JAMES FLEMING HOSIC, *Empirical Studies in School Reading*. "Teachers College Contributions to Education," No. 114. New York: Teachers College, Columbia University, 1921. Pp. viii+174.

sion, 23.4 per cent. The tabulation gives refined subclassifications for each of these three major divisions. In commenting upon the amount of such study-helps the author states:

As nearly as could be determined, the average number of assignments to look up items in the glossaries of the texts or in other reference books, providing all of the helps are made use of, is five hundred and eighty to the volume. This savors of the traditional method of learning Latin or French by a constant thumbing of the lexicon. It is, in short, distinctly a linguistic as contrasted with a literary method [p. 46].

In addition to this analysis of textbook materials, stenographic reports were taken of the reading recitations of eighteen classes. These reports showed a striking similarity between the questions asked by the teachers and those given in the books. However, there was evidence to show that the teachers made their own questions rather than taking them directly from the book. "Apparently the reading-course in the intermediate and higher grades of the American school is still largely a formal course in oral reading, the study of vocabulary, and the acquiring of miscellaneous knowledge, rather than a course in the interpretation and enjoyment of literature" (p. 55).

Part IV of the monograph describes an experiment in the teaching of literature by two different methods, one planned in accordance with the general summary of desirable methods given in Part I, the other being the customary analytical method. Careful controls were provided while the materials were presented to four classes. Judging by the responses of the pupils, the evidence was rather strongly favorable to the theoretically desirable method. The results would be more conclusive, however, if additional and more varied materials had been used, either with more classes or with the same classes a greater number of times.

The Appendix gives the full text of the stenographic reports of class recitations.

As a whole, the monograph opens up a series of very interesting and important questions. As an example of an attack upon the general problem of textbook evaluation, it is of interest beyond the immediate field of literature. If its findings relating to the method of teaching literature could be spread widely among English teachers, the results should be exceedingly wholesome for the schools.

New series of educational monographs.—The *Journal of Educational Research* has recently issued the first number of a new series of monographs which will be devoted to the same general field of research problems as has been covered by the journal. This monograph¹ makes a distinct contribution to the field of mental tests and sets a high standard for subsequent issues. It contributes a type of much needed analysis of intelligence tests extending over a compara-

¹ W. M. PROCTOR, *Psychological Tests and Guidance of High School Pupils*. "Journal of Educational Research Monographs," Vol. I, No. 1. Bloomington, Illinois: Public School Publishing Co., 1921. Pp. 70.